

# PROFESSIONAL PRACTICE MANUAL

## FCS 398/498

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES  
COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY  
ILLINOIS STATE UNIVERSITY  
NORMAL, IL 61790-5060

309/438-2517  
FAX 309/438-5659

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<p style="text-align: center;"><b>PROFESSIONAL PRACTICE</b> <b>DEPARTMENT OF FAMILY &amp; CONSUMER SCIENCES</b></p>
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**COURSE DESCRIPTION**

*A planned and supervised work experience in government, business, community, or industry. Sometimes called internship/work experience/cooperative education.*

**Cooperative Education**, one form of Professional Practice, is an educational pattern which permits students either alternating or parallel periods of campus study and paid educationally related work experiences. **Internship**, the other form of Professional Practice, is usually unpaid and typically occurs only once during a student's undergraduate career.

**PURPOSES**

- To provide the student with on-the-job work experience that will allow for a variety of management/supervisory learning opportunities.
- To allow the student to apply his or her capabilities and academic learning at the professional practice site.
- To develop professional traits as well as work habits and abilities.
- To encourage closer cooperation between the department and government/business/agency/industry.

**STUDENT REQUIREMENTS**

- Interview for the professional practice.
- Complete the application process.
- Complete either 160 for a 3 credit experience or 210 work hours for a 4 credit experience.
- Work cooperatively with work supervisor.
- Punctual attendance with exception of illness, in which case the student will follow company policy.
- Complete required assignments including weekly experience analysis, readings, and summary report on schedule and submit to faculty supervisor
- Complete a project at or on the job site to be determined between the student and the supervisor.
- In addition, graduate students must complete a graduate research report.

## **EMPLOYER REQUIREMENTS**

- Interview student.
- Provide the student with 160 or 210 clock hours of work divided equally over the 16 week fall/spring semester or 8 or 12 week summer term.
- Provide an opportunity for the student to complete his/her goals for internship.
- Provide an experienced supervisor to work with the student.
- Identify special project(s) for student to complete.
- Assist student with locating appropriate professional journals.
- Complete two evaluations (midterm and exit) of student's work progress and consult with faculty supervisor as necessary.

## **FACULTY SUPERVISOR REQUIREMENTS**

- Confer with both the work supervisor and the student as necessary and visit the work site if feasible.
- Read and critique the student's written materials.
- Respond to needs as indicated by student logs.
- Assign a grade for the professional practice experience.

## **INSURANCE**

### **STUDENT HEALTH AND ACCIDENT INSURANCE**

Student is required to submit a PROFESSIONAL PRACTICE HEALTH INSURANCE CERTIFICATION form along with their application in order to be able to participate in and register for FCS Professional Practice.

Students should consider purchasing health insurance from the university the last semester that they are enrolled. This allows them the opportunity to purchase health insurance at student rates for one semester after graduation. Therefore the student is allowed time to look for a job during a period when they are not normally covered under their parents policy.

### **LIABILITY INSURANCE**

Questions concerning liability insurance from either the student or their PROFESSIONAL PRACTICE employer should be directed to the Family & Consumer Sciences Professional Practice Coordinator.

## **REFUND OF FEES**

Students whose course of study requires their absence from campus for the entire eight - twelve week summer session or the entire 16-week Fall and Spring semesters may apply for a refund of the general activity fee, the athletic and service fee, and the Student Health Service fee.\* The refund request form is mailed to each student with their letter confirming the internship and it is the students responsibility to return this form requesting reimbursement.

*\*Students registered for FCS 398 only are eligible for the Refund of Fees.*

*Students registered for FCS 398 with additional hours on campus are not eligible for the Refund of fees.*

## STUDENT ASSIGNMENTS\*

The student will complete the following assignments.

1. Complete 160 clock hours (3 semester hours) or 210 clock hours (4 semester hours) of management/supervisory/planning oriented work in their sequence at the work site.
2. Obtain the Professional Practice Manual at CopyMat in Normal or on line on the FCS webpage.
3. Meet with his/her professional practice faculty supervisor to discuss his/her goals and course requirements.
4. Complete a training plan with his/her employer and submit it for approval to the faculty supervisor.
5. Identify sources for professional practice readings.
6. Submit Weekly Experience Analysis and Readings each week by Tuesday to the faculty supervisor.
7. Complete a midterm self evaluation.
8. Ask the employer to complete the midterm evaluation at the appropriate time and see that the employer has mailed it to the faculty supervisor.
9. Complete an exit self evaluation.
10. Ask the employer to complete the exit evaluation at the appropriate time and see that the employer has mailed it to the faculty supervisor.
11. Submit project outline at midterm and complete the project by the final week.
12. Complete the Summary Report.
13. Complete Evaluation of Professional Practice Faculty Supervisor and mail to address on form.
14. Graduate student will complete a Research Report.
15. Additional assignments by sequence may be required.

*\*See Timetable of Student Requirements*

*\*All student work must be typed*

## TIME TABLE OF STUDENT REQUIREMENTS

ACTIVITY	SEMESTER EXPERIENCE	12 WEEK SUMMER EXPERIENCE	8 WEEK SUMMER
<p>Register for course if not pre-registered.</p> <p>Pick up Professional Practice Manual at CopyMat in Normal or available on line on the FCS web page.</p> <p>Arrange a conference with your faculty supervisor.</p> <p>Submit your short range goals and your long range goals. (submitted with your application/used for evaluation &amp; to the site supervisor)</p> <p>Identify reading sources and appropriate format with your faculty supervisor.</p> <p>Complete a training plan or select an existing training plan from this manual.</p>	1st week	1st week	1st week
<p>Submit a midterm self evaluation.</p> <p>Ask employer to complete the midterm evaluation form and mail it to your faculty supervisor.</p> <p>Submit project outline by email to faculty supervisor.</p> <p>Graduate students submit Part I of Research Report.</p>	8th week	6th week	4th week
<p>Submit an exit self evaluation.</p> <p>Ask employer to complete the exit evaluation form and mail it to your faculty supervisor.</p> <p>Complete the project.</p> <p>Complete the Summary Report.</p> <p>Complete Evaluation of Professional Practice Faculty Supervisor</p> <p>Graduate students submit Research Report.</p>	16th week	12th week	8th week
<p>Weekly Experience Analysis (submit by email)</p> <p>Daily Log Assignment (optional)</p> <p>Readings (submit by email)</p> <p>Additional Assignments by sequence may be required</p>	every week	every week	every week

## CHECKLIST: Have I Completed the Following

- \_\_\_\_\_ Conference with faculty supervisor
- \_\_\_\_\_ Submit short term and long term goals (submitted with application & to the site supervisor)
- \_\_\_\_\_ Identify reading sources and appropriate format with faculty supervisor
- \_\_\_\_\_ Submit a training plan or a modified training plan

- \_\_\_\_\_ Submit Weekly Experience Analysis
 

week 1 _____	week 7 _____	week 13 _____
week 2 _____	week 8 _____	week 14 _____
week 3 _____	week 9 _____	week 15 _____
week 4 _____	week 10 _____	week 16 _____
week 5 _____	week 11 _____	
week 6 _____	week 12 _____	

- \_\_\_\_\_ Submit Readings every other week
 

week 1 _____	week 7 _____	week 13 _____
week 2 _____	week 8 _____	week 14 _____
week 3 _____	week 9 _____	week 15 _____
week 4 _____	week 10 _____	week 16 _____
week 5 _____	week 11 _____	
week 6 _____	week 12 _____	

- \_\_\_\_\_ Additional assignments by sequence may be required
 

week 1 _____	week 7 _____	week 13 _____
week 2 _____	week 8 _____	week 14 _____
week 3 _____	week 9 _____	week 15 _____
week 4 _____	week 10 _____	week 16 _____
week 5 _____	week 11 _____	
week 6 _____	week 12 _____	

- \_\_\_\_\_ Submit project proposal
- \_\_\_\_\_ Submit project
- \_\_\_\_\_ Submit Summary Report
- \_\_\_\_\_ Submit Graduate Research Report Proposal
- \_\_\_\_\_ Submit Graduate Research Report
- \_\_\_\_\_ Submit midterm self evaluation
- \_\_\_\_\_ Arrange for employer to submit midterm evaluation
- \_\_\_\_\_ Submit exit self evaluation
- \_\_\_\_\_ Arrange for employer to submit exit evaluation
- \_\_\_\_\_ Mail evaluation of Professional Practice faculty supervisor
- \_\_\_\_\_ Complete total clock hours required

*Late work will be accepted up to only one week following due date and at one-half of earned credit.*

*Student work due the last week of summer term should be turned in early to avoid receiving a diminished grade.*

*Student must be registered through STAR before faculty will grade any assignments.*

## **ADDITIONAL GUIDELINES**

- Weekly work by the students must be emailed to the faculty supervisor and received by Tuesday the following week.
- The internship site may not be changed unless the faculty supervisor and the professional practice coordinator approve. If the internship is terminated by the employer because the student does not perform according to expectations, the student will be assigned a grade of F.
- A student must work a minimum number of hours each week for the agreed period of time. In other words, if a student works overtime any week for an employer, these extra hours cannot be counted toward the required total hours; however, these extra hours must be reported in the weekly experience analysis.
- It is expected that students will conform to professional standards in completion of the course requirements.
- Print or Xerox additional copies of Student Goals, Weekly Experience Analysis, Readings, and Evaluations as needed or copy into a word processing program for use.

## **GRADING REQUIREMENTS**

- The ISU faculty member is responsible for determining the grade.
- Refer to syllabus for grading requirements.
- A grade of F is assigned when the student turns in no work to the faculty supervisor even though the student completes the work hours with the employer and/or the student is fired from the job by the employer.
  1. Report to work each day on time.
  2. Follow company policy to notify employer when ill.
  3. Complete the work appropriately assigned to you.
  4. Demonstrate outstanding growth on the job.
  5. Submit all weekly course work appropriately and on time.
  6. Demonstrate an attitude which is professional, shows initiative, and willingness to learn.
  7. Demonstrate and apply skills learned in class and through your readings
  8. Receive an above average evaluation from employer.
  9. Maintain positive working relationship with employer, co-workers, and supervisor.
  10. Graduate students complete a research project.

## **STUDENT GOALS\***

**Short Term Goals**

Identify your goals for the Professional Practice experience.

- 1.
- 2.
- 3.
- 4.

**Long Term Goals**

Identify your career goals for one year from now.

- 1.
- 2.
- 3.

Identify your career goals for 5 years from now.

- 1.
- 2.

*\* To be completed by the student. Provide one copy in your professional practice application and one copy to your employer during the first week.*

## DAILY LOG ASSIGNMENT\*

*\*this assignment is optional*

### SUGGESTED FORMAT

**Week of** \_\_\_\_\_

**Activities -**

*Describe actual work you performed and/or work done by others which you observed.*

**Reaction(s) -**

*Describe how the activities relate to various major classes you have taken, what did you learn from these activities that might influence what you would do in situations like these in the future.*

## WEEKLY EXPERIENCE ANALYSIS

Week of \_\_\_\_\_ to \_\_\_\_\_ 19\_\_

Student's Name \_\_\_\_\_ S.S.# \_\_\_\_\_

Company/Agency \_\_\_\_\_

Work Schedule	Monday _____	Friday _____
	Tues _____	Sat _____
	Wed _____	Sun _____
	Thurs _____	<b>Total Hrs</b> _____

*Look back at your daily logs for this week and respond to these question with thoughtful answers. Your responses should be typed.*

1. What new jobs, procedures, or ways of thinking about the job did you learn this week? How do you think these experiences will be useful to you in the future?
2. What difficulties did you encounter? How did you work through these situations and how will these situations help you in the future?
3. Think about the least desirable task of the week, how would you suggest changes that might make the experience more positive for anyone?
4. What situations arose which you would like your work supervisor's help? What situations arose which you would like your faculty supervisor's help?

*The following questions identify skills that employers deem essential for employment success. Identify how you have worked toward acquiring these skills by answering the questions below.*

1. What experiences did you have which helped you to develop leadership skills? Be specific in how these experiences helped.
2. What experiences did you have which helped you to develop writing skills? Be specific in how these experiences helped.
3. What experiences did you have which helped you to develop oral communications skills? Be specific in how these experiences helped.
4. What experiences did you have which helped you to develop computer skills? Be specific in how these experiences helped.

*Submit to you faculty supervisor weekly by email.*

## SUGGESTED READING LIST OF PERIODICALS

For other suggested readings check with your professional practice site supervisor and faculty supervisor. Some books and training manuals/films are acceptable.

### FAMILY & CONSUMER SCIENCES

*Family & Consumer Sciences Research Journal*      *Journal of Family & Consumer Sciences*

#### Child Development and Family Relationships

<i>Child Care Information Exchanges</i>	<i>Family Relations</i>
<i>Child Development</i>	<i>Family Therapy News</i>
<i>Child Welfare</i>	<i>Journal of Childhood Education</i>
<i>Childhood Education</i>	<i>Journal of Divorce &amp; Remarriage</i>
<i>Children Defense Fund Report</i>	<i>Journal of Family History</i>
<i>Dimensions</i>	<i>Journal of Marriage and Family</i>
<i>Families in Society</i>	<i>National Family Reporter</i>
<i>Family Issues</i>	<i>NCFR Newsletter</i>
<i>Family Letter</i>	<i>Single Parent</i>
<i>Family Process</i>	<i>Young Children</i>

#### Consumer Services

<i>ACCI Newsletter</i>	<i>Families in Society</i>
<i>Advances in Consumer Research</i>	<i>Family Economics Review</i>
<i>Advances in Consumer Research</i>	<i>FDA Consumer</i>
<i>Business Credit Magazine</i>	<i>FDA Consumer Update</i>
<i>CFA News</i>	<i>Financial Planning</i>
<i>Child Care Information Exchanges</i>	<i>Financial Planning News</i>
<i>Child Development</i>	<i>Journal of Consumer Affairs</i>
<i>Child Welfare</i>	<i>Kliplinger's Personal Finance Magazine</i>
<i>Childhood Education</i>	<i>Management</i>
<i>Children Defense Fund Report</i>	<i>Managers Magazine</i>
<i>Communicator</i>	<i>Marketing Fact</i>
<i>CONCERNS-FTC News Summary</i>	<i>Mobius</i>
<i>Consumer News</i>	<i>NAPFA News</i>
<i>Consumer Trends</i>	<i>National Summary of International Trade</i>
<i>CPSC Memo</i>	<i>NCL Bulletin</i>
<i>Credit Union Magazine</i>	<i>Receivables</i>
<i>Credit Union Newswatch</i>	<i>The Federal Credit Union</i>
<i>Credit Week</i>	<i>Update</i>
<i>Credit World</i>	<i>Washington Report</i>
<i>Dimensions</i>	<i>Washington Weekly Report</i>

#### Food - Nutrition or Dietetics

*American Journal of Clinical Nutrition*  
*Bon Appetit*  
*Cooking for Profit*  
*Cornell Hotel & Restaurant Administration Qtr*  
*Cuisine*  
*Food Management*  
*Food News for Consumers*  
*Food Policy*  
*Food Service Director*  
*Food Service Marketing*  
*Food Technology*  
*Gourmet*

*Institution Volume Feeding*  
*Journal of American Dietetics Assoc*  
*Journal of Food Distribution Research*  
*Journal of Food Science*  
*Journal of Nutrition*  
*Journal of Nutrition Education*  
*Journal of the American Medical Assoc*  
*Nutrition Notes*  
*Nutrition Today*  
*Restaurant Business*  
*School Food Service Journal*  
*School Food Service Research Review*

### **Housing and Environmental Design**

*AAHE Journal*  
*AAHE Newsletter*  
*Architectural Digest*  
*ASID Report*  
*Builder Newsletter*  
*Bulletin*  
*Decorating Retailer*  
*Designer's West*  
*Digest*  
*Drawing Board*

*Housing & Society*  
*In-Depth*  
*Interior Design*  
*Interiors*  
*Journal of Interior Design Educ & Research*  
*NAHB Builder*  
*Portfolio*  
*Real Estate News*  
*The Designer*

### **Apparel, Merchandising and Design**

*American Collegiate Retail Association News*  
*Apparel Industry Magazine*  
*Apparel Management Letter*  
*Bobbin*  
*Chain Store Age*  
*Clothing & Textile Research Journal*  
*Daily News Records*  
*Discount Store News*  
*Dress*  
*Earnshaw's*  
*Hosiery News*  
*Import Digest*  
*International Textiles*  
*Journal of Consumer Research*  
*Journal of Marketing*  
*Journal of Marketing Research*

*Journal of Retailing*  
*Kids Business*  
*Kids World*  
*Marketing News*  
*Ready-to-Wear Review*  
*Retail Control*  
*Retailing Today*  
*Sew News*  
*Shopping Centers Today*  
*Stores*  
*Textile Colorists and Chemist*  
*Textile Research Journal*  
*Textile World*  
*Threads*  
*Visual Merchandising & Store Design*  
*WWD*

## READINGS

Students must complete 6 articles during the internship. These professional readings must be from appropriate professional journals, see page 11 and 12 of manual training films, books, or other readings, approved by the faculty supervisor. Submit one every other week or as directed by your faculty supervisor.

**ARTICLE:** *Provide complete citation here.*

**WHAT WERE THE MAJOR POINTS MADE BY THE AUTHOR(S) OF THIS ARTICLE?**

**HOW COULD WHAT YOU READ IN THIS ARTICLE HELP YOU EITHER NOW OR IN SOME FUTURE JOB SITUATION?**

*Submit to your faculty supervisor by email as needed.*

# PROJECT(S)

*Use this format to outline your project(s)*

**Title:**

**Statement of Problem:**

**Rationale (why selected):**

**Objectives:**

**Limitations:**

**Procedures (time table & outline):**

*Submit to your faculty supervisor at midterm by email.*

## GRADUATE STUDENTS RESEARCH REPORT

Those students who enroll in the graduate level professional practice experience (FCS 498) are to meet all requirements listed in the Professional Practice Manual, (page 4), and conduct an original research project.

*Specifically, each student will select, develop and complete a research project approved in advance by the faculty supervisor. The report is to use a problem solving approach; that is, a current problem in the work setting is to be solved in a researchable manner. The format for the report is on the next page.*

*Part I of the report is to be completed and turned in to the faculty supervisor by mid-term. The project is to be completed during the semester and the final paper turned in to the faculty supervisor by the last week of the internship.*

The research project will be an integral part of the FCS 498 experience. The project will be evaluated on the following criteria:

*clarity of problem statement  
thoroughness of literature review  
appropriateness of methodology  
accuracy of conclusions  
neatness and quality of the report (paper).*

*Submit to your faculty supervisor Part I at midterm and the total report exit week by email.*

# GRADUATE STUDENT RESEARCH FORMAT

## ***Part I***

Introduction - background, rationale  
Statement of Problem  
Purpose of the study/significance  
Hypotheses/Questions/Objectives  
Plan of Procedure (including time line)

## ***Part II***

Review of related literature

## ***Part III***

Methodology - step by step account of what was done in detail

## ***Part IV***

Analysis of Data  
Results/Findings

## ***Part V***

Conclusions  
Recommendations  
Discussion (optional)

***Appendix*** (optional)

## ***Bibliography***

***Abstract*** - one page summary of Parts I, III, IV and V

*Submit to your faculty supervisor Part I at midterm and the total report exit week by email.*

**TRAINING PLAN OUTLINE** (example: may be adapted)

**A. Job Title:**

**B. Job Description:**

**C. Employer:**

**D. Employer's Address and Phone:**

**E. Name, Title, and Phone Number of Supervisor:**

**F. List the student's on-the-job work experiences.** The student will either actively engage in or be exposed to the following:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**G. Reading material and literature available to the student from the employer.**

- 1.
- 2.
- 3.
- 4.
- 5.

**J. Special Projects the student may be assigned.**

- 1.
- 2.
- 3.
- 4.
- 5.

*Submit to your faculty supervisor week one by email.*

## **TRAINING PLAN: FASHION DESIGN/APPAREL PRODUCT DEVELOPMENT**

(example: may be adapted)

**A. Job title:** Fashion Design/Product Development Coop or Intern

**B. Job description:** Overview of the duties of a fashion designer or product developer

### **C. Outline of "on-the-job" experiences and related activities:**

1. Design/Product Selection
  - a. target market research/customer profile
  - b. fashion forecasting
  - c. sourcing products/production sites
  - d. preparation of boards
  - e. selection of a line
2. Writing Product Specifications
  - a. execute technical drawings
  - b. develop grade rule tables
  - c. refine sample fit
  - d. write specifications including costing
3. Computer Applications
  - a. AutoCAD or commercial CAD equivalent; flat pattern/draping
  - b. spreadsheet preparation
  - c. marker making
  - d. presentation software
  - e. product data management (PDM) or commercial equivalent
4. Purchasing Activities/Production Orders
  - a. production centers
  - b. cut planning & production
5. Quality Assurance
  - a. tolerances
  - b. product specifications
  - c. product inspection
6. Sales
  - a. showroom
  - b. sales strategy
  - c. sales procedures
7. Professional Involvement

**D. Special projects to be determined by on-site supervisor and intern:**

**E. Individual study references available for job enrichment:** professional and trade journals, newspapers, books, etc.

## **TRAINING PLAN: MUSEUM STUDIES**

**A. Job title:** museum studies intern

**B. Job description:** Overview of the duties of a museum curator

**C. Outline of “on-the-job” experiences and related activities:**

1. Introduction to Museum Policy and Strategy
  - a. Introduction to the Museum
  - b. Collections Policy
    - 1) Museum mission
    - 2) Collections
2. Operations
  - a. Accessions and Deaccessioning
  - b. Cataloging
  - c. Storage
  - d. Inventory Control
    - 1) Security
    - 2) Theft
    - 3) Loss prevention
    - 4) Inventory procedures
3. Exhibitions
  - a. Planning
  - b. Installation
4. Conservation
  - a. Care and Cleaning
5. Human Resource Analysis
  - a. Staffing and Specializations
6. Corporate Culture
  - a. Vision
7. Critique
  - a. Company Critique
  - b. Supervision Relations
  - c. Communication

**D. Special projects to be determined by on-site supervisor and intern:**

**E. Individual study references available for job enrichment:** professional and trade journals, newspapers, books, etc.

**TRAINING PLAN: RETAIL MANAGEMENT** (example: may be adapted)

**A. Job title:** Retail Management Intern

**B. Job description:** Overview of a manager's duties and responsibilities.

**C. Outline of "on-the-job" experiences and related activities:**

1. Personnel Management
  - a. Sales personnel training
  - b. Scheduling of employees work hours
  
2. Store operations and control
  - a. Record keeping
  - b. Receiving and marking systems and procedures
  - c. Accounts payable controls
  - d. Routine housekeeping and warehouse chores
  
3. Merchandising
  - a. Stock and sales planning
  - b. Unit control records and systems
  - c. Analysis of competition
  - d. Buying technique
  - e. Analysis of trends
  - f. Store layout
  - g. Trip to Chicago Apparel Center
  
4. Sales Promotion
  - a. Interior and exterior displays
  - b. Print and Media advertising
  
5. Sales
  - a. Development of selling technique
  - b. Sales systems and procedures
  
6. Product Knowledge
  - a. Misses' Wear
  - b. Juniors' Wear
  - c. Children's Wear
  - d. Women's Wear
  - e. Men's Wear
  - f. Accessories
  
7. Professional Involvement

**D. Special projects to be determined by on-site supervisor and intern:**

**E. Individual study references available for job enrichment:** professional and trade journals, newspapers, books, etc.

**TRAINING PLAN: COMMUNITY HEALTH NUTRITION** (example: may be adapted)

**A. Job Title:** Community Nutrition Intern

**B. Job Description:** Overview of the duties of the dietitian and educator in community nutrition practice

**C. Outline of “on-the-job” experiences and related activities:**

1. Nutrition counseling services
  - a. become familiar with counseling, group presentation, computer education, other resources and procedures
  - b. become familiar with duties and responsibilities of food and nutrition professionals
  - c. client interviewing and case history
  - d. food intake and nutrition assessment
    - 1) 24-hour recalls
    - 2) nutrient intake assessment
    - 3) other assessment techniques
  - e. client counseling
  - f. develop lessons and materials for presentations
  - g. teach nutrition education classes
  - h. develop presentations for groups of clients or individuals
  - i. community-based intervention programs
  - j. become familiar with duties of other allied health professionals
2. Special functions and activities
  - a. Recent developments and innovation in the community nutrition field
  - b. Plans for future nutrition education activities, programs, and community outreach
3. Administration
  - a. orientation, training and evaluation of employees
  - b. duties of community nutrition staff
  - c. personnel management and record keeping
  - d. employee unions and civil service (if applicable)
4. Opportunities in community nutrition and role of the consultant
5. Professional involvement

**D. Special projects to be determined by on-site supervisor and intern:**

**E. Individual study references available for job enrichment:** professional and trade journals, newspapers, books, etc.

**TRAINING PLAN: HOSPITAL/NURSING HOME INTERNSHIP** (example: may be adapted)

**A. Job Title:** Dietetic Intern

**B. Job Description:** Overview of the administrative and therapeutic duties of the dietitian.

**C. Outline of on-the-job experiences and related activities:**

1. Therapeutic role
  - a. prescription and modified diets
  - b. diet manual, diet instruction, and use of computer
  - c. patient interview and case history
  - d. accompany physician when he visits patient
  - e. menu writing
  - f. dietary aide duties and responsibilities
2. Food preparation
  - a. salads, vegetables, entree, and desserts
  - b. snacks or nourishment's
  - c. serving on patient line and cafeteria line
3. Purchasing
  - a. food and beverages
  - b. equipment, utensils, paper and linens
  - c. bids and contracts
  - d. inventory
4. Sanitation
  - a. in-service employee training
  - b. dish room and laundry procedure
  - c. public health inspection procedures
5. Special functions
6. Administration
  - a. orientation, training and evaluation of employees
  - b. duties as kitchen manager/supervisor
  - c. personnel management and record keeping
  - d. employee unions and civil service (if applicable)
7. Role of the consultant.
8. Professional Involvement

**D. Special projects to be determined by on-site supervisor and intern:**

**E. Individual study references available for job enrichment:** professional and trade journals, newspapers, books, etc.

**TRAINING PLAN: RESTAURANT & FOODSERVICE MANAGEMENT** (example: may be adapted)

**A. Job title:** Restaurant & Foodservice Management Intern

**B. Job Description:** Overview of food service manager

**C. Outline of on-the-job experiences and related activities:**

1. Food preparation
  - a. meats, vegetables, salads, bread and desserts
  - b. beverages and hors d' oeuvres
  - c. convenience foods
2. Purchasing
  - a. foods and beverages
  - b. equipment and utensils
  - c. paper and linens
  - d. bids and contracts
  - e. inventory
3. Sanitation
  - a. dish room
  - b. public health inspection procedures
4. Types of Service
  - a. dining room service
  - b. grill and snack bar
  - c. room service
  - d. special events
5. Equipment Operation and Maintenance
  - a. familiarity with equipment, assembly, operation tear-down and cleaning
  - b. service and repair
6. Administration
  - a. orientation and training of employees
  - b. employee evaluation
  - c. duties as kitchen manager/supervisor
  - d. personnel management
  - e. record keeping
  - f. menu planning
  - g. employee unions or civil service (if applicable)
  - h. policies and procedure manuals
7. Cost Control

**D. Special projects to be determined by on-site supervisor and intern:**

**E. Individual study references available for job enrichment:** professional and trade journals, newspapers, books, etc

## **TRAINING PLAN: SCHOOL LUNCH COOPERATIVE EDUCATION/INTERNSHIP**

(example: may be adapted)

**D. Job title:** School Lunch Coop/Intern

**E. Job description:** Overview of the administration and preparation of a school lunch program.

### **C. Outline of "on-the-job" experiences and related activities:**

1. Food preparation
  - a. a la carte
  - b. entrees
  - c. salads, vegetables, sandwiches
  - d. desserts
2. Serving
  - a. elementary schools
  - b. junior high schools
  - c. high schools
  - d. satellite schools
3. Exposure to convenience foods
4. Exposure to vending
5. Exposure to unit kitchens and satellite areas
6. Using themes in menu planning
7. Food purchasing
  - a. food records, forecasts
  - b. costing
  - c. bids and contracts
  - d. menu planning—write a block of menus
  - e. inventory—visit warehouse
  - f. specifications
  - g. purchase of durables (paper, dishes, equipment)
8. Sanitation (accompany inspection, if possible)
  - a. in-service employee training
  - b. dish room, pots and pans
9. Special functions
  - a. planning food
  - b. scheduling
10. Administration
  - a. hiring (sit in on employee interview, if possible)
  - b. learn employee evaluation technique
  - c. duties as kitchen manager/superintendent
  - d. personnel management
  - e. record keeping
  - g. writing job descriptions
11. Visit Area Vocational Center
12. Layout and design
  - a. study and evaluate plans for new unit kitchen
13. Professional involvement
  - a. organizations
  - b. publications
14. Special projects

**D. Special projects to be determined by on-site supervisor and intern:**

**E. Individual study references available for job enrichment:** professional journals, newspapers, book, etc.

**TRAINING PLAN: BANK INTERNSHIP** (example: may be adapted)

**A. Job Title:** Bank Intern

**B. Job description:** Overview of bank activities which are consumer related.

**C. Outline of "on-the-job" experiences and related activities:**

1. Overview of bank functions
  - a. teller
  - b. bookkeeping
  - c. warnings
  - d. proofs
  - e. installment loans
  - f. photographing
2. Credit Application & Process
3. Credit Counseling
4. Professional Involvement

**D. Special projects to be determined by on-site supervisor and intern:**

**E. Individual study references available for job enrichment:** professional trade journals, newspapers, books, etc.

**Training Plan: CHILD LIFE** (example: may be adapted)

**A. Job title:** Child Life Specialist Intern

**B. Job description:** Helping meet the psychosocial and developmental needs of hospitalized children and their families

**C. Outlining of "on-the job" experiences and related learning activities:**

1. Curriculum (a study of teaching techniques) Conduct learning activities in:
  - a. art therapy
  - b. music therapy
  - c. medical play
  - d. structured learning
  - e. coping books
  - f. dramatic play
  - g. pet therapy
  - h. special visitors
  - i. pre-operational tours
  - j. preparation procedures
  - k. distraction techniques
  
2. Administrative Duties:
  - a. financial planning and control
  - b. supply acquisitions and planning
  - c. intern supervision
  - d. record keeping
  - e. assigning work hours
  - f. organization of play room
  - g. assessing and evaluation of children
  - h. parent, sibling support groups
  - i. licensing
  - j. meeting sanitation and health
  - k. staff relations
  - l. public relations-fund raising
  - m. external funding opportunities
  
3. Professional Involvement:

**D. Special projects to be determined by on-site supervisor and intern:**

**E. Individual study references available for job enrichment: professional trade journals, newspapers, book, etc.**

## **TRAINING PLAN: COMPANY COOPERATIVE EDUCATION/INTERNSHIP**

(example: may be adapted)

**A. Job title:** Consumer Marketing Specialist Coop/Intern

**B. Job description:** Overview of a company's consumer services director's duties and responsibilities.

**C. Outline of "on-the-job" experiences and related activities:**

1. Overview of company
  - a. Cooperate structure
  - b. Functions/products
  - c. Consumer philosophy
  - d. Employee training
2. Division
  - a. Structure
  - b. Service/products
  - c. Consumer Services
  - d. Community involvement
3. Professional involvement
4. Special project as outlines by on-site supervisor

**F. Special projects to be determined by on-site supervisor and intern:**

**E. Individual study references available for job enrichment: professional trade journals, newspapers, book, etc.**

**TRAINING PLAN: COOPERATIVE EXTENSION INTERNSHIP** (example: may be adapted)

**A. Job title:** Cooperation Extension Intern

**B. Job description:** Overview of services provided by cooperative extension - Family & Consumer Sciences.

**C. Outline of "on-the-job" experiences and related activities:**

1. Communications Experience
  - a. radio
    - 1) write radio shorts
    - 2) assist with Consumer Advocacy Line
  - b. TV
  - c. newsletters
    - 1) for consumer
    - 2) for the elderly
    - 3) for 4-H'ers
  - d. newspapers
  - e. telephone
2. Programming Experience
  - a. files
  - b. lessons
    - 1) HEA Units
    - 2) 4-H fair
    - 3) other
  - c. written work
    - 1) research Cooperative Extension
    - 2) unit lessons
    - 3) others
3. Community Experience
  - a. visit Consumer Economics classes in high schools
  - b. visit Senior Citizens Advisory Council
  - c. visit representative Illinois Attorney General
4. Professional Involvement

**D. Special projects to be determined by on-site supervisor and intern:**

**E. Individual study references available for job enrichment:** professional and trade journals, newspapers, books, etc.

**TRAINING PLAN: CREDIT COUNSELING INTERNSHIP** (example: may be adapted)

**A. Job title:** Credit Counseling Intern

**B. Job description:** Overview of the services provided by a credit counseling agency.

**C. Outline of "on-the-job" experiences and related activities:**

1. Agency Administration
  - a. funding method
  - b. hiring practices
  - c. hierarchy within agency network
  - d. working with other credit counseling/social service/financial agencies
  - e. community image
  - f. training provided to new employees
2. Services provided to individuals and families
  - a. skills needed in working with individuals and families
  - b. negotiating with financial agencies and businesses
  - c. working with the judicial system
  - d. establishing an individual/family budget
  - e. providing seminars for clients
3. Visit other agencies
4. Professional involvement

**D. Special projects to be determined by on-site supervisor and intern:**

**E. Individual study references available for job enrichment:** professional and trade journals, newspapers, books, etc.

**TRAINING PLAN: DAY CARE OR NURSERY SCHOOL INTERNSHIP** (example: may be adapted)

**A. Job title:** Day Care or Nursery School Teacher/Director Intern

**B. Job description:** Teacher of pre-school children

**C. Outline of "on-the-job" experiences and related activities:**

1. Curriculum (a study of teaching techniques)
  - a. art
  - b. music
  - c. creative and dramatic play
  - d. sciences
  - e. language arts
  - f. literature
  - g. field trips
  - h. special visitors
  
2. Administrative Duties
  - a. financial planning and control
  - b. supply acquisitions and planning
  - c. hiring, firing and grievances
  - d. record keeping
  - e. assigning work hours
  - f. organization of center
  - g. assessing and evaluation of children, parents, staff, facilities
  - h. board meetings and advisory committee
  - i. maintenance
  - j. licensing
  - k. meeting sanitation and health
  - l. staff relations
  - m. public and parent relations
  
3. School Snacks and Lunch
  - a. menu planning
  - b. sanitation
  - c. food purchasing
  - d. food preparation and serving
  - e. federal regulations
  - f. budgeting
  
4. Professional Involvement

**G. Special projects to be determined by on-site supervisor and intern:**

**H. Individual study references available for job enrichment:** professional and trade journals, newspapers, books, etc.

**TRAINING PLAN: SOCIAL SERVICE AGENCY INTERNSHIP** (example: may be adapted)

**A. Job title:** Social Service Agency Intern

**B. Job description:** Overview of the services provided by a social services agency.

**C. Outline of "on-the-job" experiences and related activities:**

1. Agency Administration
  - a. funding method
  - b. hiring practices
  - c. hierarchy within agency network
  - d. working with other social agencies
  - e. community image
  - f. training provided to new employees
2. Services provided to individuals and families
  - a. skills needed in working with individuals and families
  - b. developing a philosophy about self
  - c. developing a philosophy about others
  - d. seminar/workshops provided for clients
3. Visit other agencies
  - e. referrals
  - f. working arrangements
  - g. financial reimbursements
4. Professional involvement

**D. Special projects to be determined by on-site supervisor and intern:**

**E. Individual study references available for job enrichment:** professional and trade journals, newspapers, books, etc.

## **TRAINING PLAN: COMMERCIAL INTERIOR DESIGN**

### **Education/Internship** (example: may be adapted)

**A. Job Title:** Commercial Interior Design Intern

**B. Job Description:** Overview of commercial interior designer's duties and responsibilities.

### **C. Outline of "on-the-job" experiences and related learning activities:**

1. Product Knowledge:
  - a. paints/wallcoverings
  - b. floor coverings
  - c. fabrics
  - d. furnishings
  - e. lighting
2. CAD/Technical Drawing Drawings
  - a. AutoCAD skill
  - b. construction drawing
3. Space Planning
  - a. analyze and evaluate use of space
  - b. plan for traffic flow and means of exit
  - c. furniture layout
  - d. zone for public vs. private space
4. Client Presentation
  - a. presentation of design concept
  - b. presentation of selected materials and finishes
5. Working with Vendor/Supplier
6. Code Standards
  - a. apply building codes and standards to design project

### **D. Special projects to be determined by on-site supervisor and intern:**

**E. Individual study references available for job enrichment:** professional trade journals, newspapers, books, etc.

**TRAINING PLAN: RESIDENTIAL INTERIOR DESIGN** (example: may be adapted)

**A. Job title:** Residential Interior Design Intern

**B. Job Description:** Overview of interior designer's duties and responsibilities

**C. Outline of "on-the-job" experiences and related experiences:**

1. Product Knowledge (residential and/or non-residential)

- a. paints
- b. wallcoverings
- c. fabric
- d. furniture
- e. cabinets
- f. accessories

2. Sales

- a. development of selling technique
- b. sales systems and procedures

3. Sales Promotion

- a. Presentation of merchandise
  - 1) exterior windows
  - 2) interior displays
- b. Advertising technique
  - 1) newspaper
  - 2) radio
  - 3) direct mail
  - 4) other

4. Merchandising

- a. Buying technique
- b. Stock and sales planning
- c. Analysis of competition
- d. Analysis of trends
- e. Coordination of color and design
- f. Trip to Chicago Merchandise Mart

5. Store Operations

- a. record keeping
- b. routine housekeeping and warehouse chores

6. Professional Involvement

**D. Special projects to be determined by on-site supervisor and intern:**

**E. Individual study references available for job enrichment:** professional trade journals, newspapers, books, etc.

## THE SUMMARY REPORT

Prepare a summary report using a written presentation of your accomplishments and analysis of your work during your internship.

To help you prepare your report, you will want to consider the items below and how they related to your experience. Your goal is to prepare a report which is professional in appearance, typed and double spaced, with attention to how well ideas are expressed and, of course, correct spelling. Appearance always counts. A good report will always contain internal headings as you progress from one subject to another.

To prepare this report it would be advantageous to review the following:

1. Daily Logs
2. Weekly Experience Analysis
3. Readings
4. Project(s)

**PART I:** A major area of your report should be concerned with the learning experience. You established a Training Plan as you started the job. The report should include a synopsis of the job duties as you accomplished these goals. You can relate to the degree of accomplishment of each goal and what other activities and other learning goals completed. You might want to relate to any special training, meetings, or demonstrations that you were able to attend.

**PART II:** For the conclusion part of your report, you might want to respond to questions relating to the value of the experience to you, and how this will fit into your career goals. Will you maintain or modify your career goals because of this experience? Was this a realistic learning experience, and would you recommend it or similar training to others? Describe how major course work related to the activities in which you engaged.

*Submit to your faculty supervisor the last week by email.*

**EMPLOYER EVALUATION FORM**  
**Midterm**

Student's Name \_\_\_\_\_ Firm \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_ Date \_\_\_\_\_

*Instructions: Please check the column that best applies in both of the sections that follow. It is recommended that the supervisor discuss these points with the trainee.*

<b>TRAITS</b>	<b>Except</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Poor</b>	<b>No chance to observe</b>	<b>Not applicable</b>
Professional Presentation							
Assertiveness							
Attendance							
Cooperation							
Courtesy & Tact							
Dependability							
Interest & Attitude							
Self Confidence							
Promptness							
Self-motivation							
<b>WORK HABITS AND ABILITIES</b>							
Ability to work with others							
Acceptance & Discharge of Responsibilities							
Accuracy							
Background Knowledge of Field							
Customer Relations							
Desire to Learn							
Follow Directions							
Growth on Job							
Industry & Effort							
Initiative							
Job Knowledge							
Judgment							
Meet Public							
Oral & Written Expression							
Quality of Work							

Please check the grade of work which you feel this student has done on the job.  
 Definitely Exceptional \_\_\_\_\_ Above Average \_\_\_\_\_ Average \_\_\_\_\_  
 Below Average \_\_\_\_\_ Poor or Unsatisfactory (Please Comment) \_\_\_\_\_

What is (are) the strength(s) of the student?

What work habits, traits, or abilities of the student need improvement?

In what respects has the student shown definite improvement?

Have the objectives of the student been met? Explain.

Would you employ this student as a regular employee in your company or firm if a position was available?  
Yes \_\_\_ No \_\_\_ Undecided \_\_\_

Remarks and additional comments:

Signatures:\*

\_\_\_\_\_  
(student)

\_\_\_\_\_  
(employer)

*\*The above signatures signify that each party has read the evaluation of the student.*

**EMPLOYER EVALUATION FORM**  
**Exit**

Student's Name \_\_\_\_\_ Firm \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_ Date \_\_\_\_\_

*Instructions: Please check the column that best applies in both of the sections that follow. It is recommended that the supervisor discuss these points with the trainee.*

<b>TRAITS</b>	<b>Except</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Poor</b>	<b>No chance to observe</b>	<b>Not applicable</b>
Professional Presentation							
Assertiveness							
Attendance							
Cooperation							
Courtesy & Tact							
Dependability							
Interest & Attitude							
Self Confidence							
Promptness							
Self-motivation							
<b>WORK HABITS AND ABILITIES</b>							
Ability to work with others							
Acceptance & Discharge of Responsibilities							
Accuracy							
Background Knowledge of Field							
Customer Relations							
Desire to Learn							
Follow Directions							
Growth on Job							
Industry & Effort							
Initiative							
Job Knowledge							
Judgment							
Meet Public							
Oral & Written Expression							
Quality of Work							

Please check the grade of work which you feel this student has done on the job.  
 Definitely Exceptional \_\_\_\_\_ Above Average \_\_\_\_\_ Average \_\_\_\_\_  
 Below Average \_\_\_\_\_ Poor or Unsatisfactory (Please Comment) \_\_\_\_\_

What is (are) the strength(s) of the student?

What work habits, traits, or abilities of the student need improvement?

In what respects has the student shown definite improvement?

Have the objectives of the student been met? Explain.

Would you employ this student as a regular employee in your company or firm if a position was available?  
Yes \_\_\_ No \_\_\_ Undecided \_\_\_

Remarks and additional comments:

Signatures:\*

\_\_\_\_\_

(student)

\_\_\_\_\_

(employer)

\*The above signatures signify that each party has read the evaluation of the student.

**SELF EVALUATION FORM**  
**Midterm**

Student's Name \_\_\_\_\_ Firm \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_ Date \_\_\_\_\_

*Instructions: Please check the column that best applies in both of the sections that follow. It is recommended that the supervisor discuss these points with the trainee.*

<b>TRAITS</b>	Except	Above Average	Average	Below Average	Poor	No chance to observe	Not applicable
Professional Presentation							
Assertiveness							
Attendance							
Cooperation							
Courtesy & Tact							
Dependability							
Interest & Attitude							
Self Confidence							
Promptness							
Self-motivation							
<b>WORK HABITS AND ABILITIES</b>							
Ability to work with others							
Acceptance & Discharge of Responsibilities							
Accuracy							
Background Knowledge of Field							
Customer Relations							
Desire to Learn							
Follow Directions							
Growth on Job							
Industry & Effort							
Initiative							
Job Knowledge							
Judgment							
Meet Public							
Oral & Written Expression							
Quality of Work							

Please check the grade of work which you feel this student has done on the job.  
 Definitely Exceptional \_\_\_\_\_ Above Average \_\_\_\_\_ Average \_\_\_\_\_  
 Below Average \_\_\_\_\_ Poor or Unsatisfactory (Please Comment) \_\_\_\_\_

Midterm Evaluation Continued

What is (are) the strength(s) of the student?

What work habits, traits, or abilities of the student need improvement?

In what respects has the student shown definite improvement?

Have the objectives of the student been met? Explain.

Would you employ this student as a regular employee in your company or firm if a position was available?  
Yes \_\_\_ No \_\_\_ Undecided \_\_\_

Remarks and additional comments:

Signatures:\*

\_\_\_\_\_

(student)

\_\_\_\_\_

(employer)

*\*The above signatures signify that each party has read the evaluation of the student.*

**SELF EVALUATION FORM**  
**Exit**

Student's Name \_\_\_\_\_ Firm \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_ Date \_\_\_\_\_

*Instructions: Please check the column that best applies in both of the sections that follow. It is recommended that the supervisor discuss these points with the trainee.*

<b>TRAITS</b>	<b>Except</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Poor</b>	<b>No chance to observe</b>	<b>Not applicable</b>
Professional Presentation							
Assertiveness							
Attendance							
Cooperation							
Courtesy & Tact							
Dependability							
Interest & Attitude							
Self Confidence							
Promptness							
Self-motivation							
<b>WORK HABITS AND ABILITIES</b>							
Ability to work with others							
Acceptance & Discharge of Responsibilities							
Accuracy							
Background Knowledge of Field							
Customer Relations							
Desire to Learn							
Follow Directions							
Growth on Job							
Industry & Effort							
Initiative							
Job Knowledge							
Judgment							
Meet Public							
Oral & Written Expression							
Quality of Work							

Please check the grade of work which you feel this student has done on the job.  
 Definitely Exceptional \_\_\_\_\_ Above Average \_\_\_\_\_ Average \_\_\_\_\_  
 Below Average \_\_\_\_\_ Poor or Unsatisfactory (Please Comment) \_\_\_\_\_

What is (are) the strength(s) of the student?

What work habits, traits, or abilities of the student need improvement?

In what respects has the student shown definite improvement?

Have the objectives of the student been met? Explain.

Would you employ this student as a regular employee in your company or firm if a position was available?  
Yes \_\_\_ No \_\_\_ Undecided \_\_\_

Remarks and additional comments:

Signatures:\*

\_\_\_\_\_

(student)

\_\_\_\_\_

(employer)

*\*The above signatures signify that each party has read the evaluation of the student.*

Faculty Supervisor \_\_\_\_\_

**EVALUATION OF PROFESSIONAL PRACTICE FACULTY SUPERVISOR**

Directions: This rating is confidential. It should be returned in the enclosed envelope to the Family & Consumer Sciences Chairperson. Circle the number that nearly indicates your opinion of the coordinator's performance.

1. The Professional Practice Faculty Supervisor maintained an attitude of friendly helpfulness and assistance.  
Strongly Agree 5 4 3 2 1 Strongly Disagree
2. The Professional Practice Faculty Supervisor was willing to and when requested, did help resolve problems that arose during the professional practice experience.  
Strongly Agree 5 4 3 2 1 Strongly Disagree
3. The Professional Practice Faculty Supervisor had a good relationship with the site supervisor and site personnel.  
Strongly Agree 5 4 3 2 1 Strongly Disagree
4. The Professional Practice Faculty Supervisor made appropriate, helpful suggestions on written reports.  
Strongly Agree 5 4 3 2 1 Strongly Disagree
5. Communications from the Professional Practice Faculty Supervisor were clear and understandable.  
Strongly Agree 5 4 3 2 1 Strongly Disagree
6. The Professional Practice Faculty Supervisor was fair and objective in the assessment of performance in the professional practice experience.  
Strongly Agree 5 4 3 2 1 Strongly Disagree
7. My overall rating of my Professional Practice Faculty Supervisor is:  
Excellent 5 4 3 2 1 Very Poor
8. I was strongly motivated to participate in the Professional Practice experience.  
Strongly Agree 5 4 3 2 1 Strongly Disagree
9. Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Return to: Department Chairperson  
5060 Family & Consumer Sciences Department  
Illinois State University  
Normal, Illinois 61790-5060